

**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
CERTIFICATION REQUIREMENTS FOR  
SCHOOL PSYCHOLOGIST**

**I. PROFESSIONAL REQUIREMENTS**

The school psychologist, initial student services certificate, valid for a period of four (4) years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

- A.** Completion of a specialist or equivalent degree with a major emphasis in school psychology from a university meeting approval of the Missouri Department of Elementary and Secondary Education;
- B.** Recommendation for certification from the designated official of the university approved to train school psychologists by the Missouri Department of Elementary and Secondary Education;
- C.** A minimum of sixty (60) semester hours of professional preparation at the graduate level with competencies demonstrated in all areas listed to the satisfaction of a university meeting approval of the Missouri Department of Elementary and Secondary Education. Although a separate course need not be taken for each area listed below; substantial graduate-level preparation must be completed in each area. Substantial preparation is acquired through one or more courses devoted specifically to an area, or significant portions of one or more courses.

- 1.** Psychological Foundations:
  - a.** Biological Bases of Behavior;
  - b.** Human Learning;
  - c.** Social and Cultural Bases of Behavior;
  - d.** Child and Adolescent Development;
  - e.** Individual Differences, including human exceptionalities; and
  - f.** Developmental Psychology;
- 2.** Educational Foundations:
  - a.** Instructional Design; and
  - b.** Organization and Operations of Schools;
- 3.** Interventions/Problem Solving:
  - a.** Diverse Methods and Models of Assessment;
  - b.** Linked to Direct Interventions; and
  - c.** Linked to Indirect Interventions;
- 4.** Statistics and Research Methodologies:
  - a.** Statistics;
  - b.** Research and Evaluation Methods; and
  - c.** Measurement;
- 5.** Professional School Psychology:
  - a.** History and Foundations of School Psychology;
  - b.** Legal and Ethical Issues;
  - c.** Professional Issues and standards;
  - d.** Alternative Models for Delivery of School Psychological Services;
  - e.** Emergent Technologies; and
  - f.** Roles and Functions of the School Psychologist.

**D. Competencies:**

- 1.** Data Based Decision Making and Accountability:  
Use models and methods of assessment as part of a systematic process to collect data and translate assessment results into decisions about service delivery.
- 2.** Interpersonal Collaboration and Consultation:  
Use consultation models and methods in collaboration with others at the individual, group, and system levels.

3. **Effective Instruction and Development of Cognitive/Academic Skills:**  
Develop appropriate cognitive and academic goals, implement interventions to achieve these goals, and evaluate the effectiveness of interventions.
  4. **Socialization and Development of Life Competencies:**  
Uses knowledge of human development to develop appropriate behavioral, affective, adaptive, and social goals for students, implements interventions to achieve these goals, and evaluates the effectiveness of instruction. This may be accomplished through consultation, behavior analysis/intervention, counseling, or other interventions.
  5. **Student Diversity in Development and Learning:**  
Demonstrates sensitivity and skills needed to work with individuals of diverse characteristics. Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.
  6. **School and Systems Structure, Organization, and Climate:**  
Demonstrates knowledge and understanding of general education, special education, and other educational settings as systems.
  7. **Prevention, Crisis Intervention, and Mental Health Services:**  
Demonstrates understanding of human development and psychopathology, and how prevention and intervention programs promote the mental health and physical well-being of students.
  8. **Home/School/Community Collaboration:**  
Demonstrates an understanding of family systems and how these influence student development, learning, and behavior.
  9. **Research and Program Evaluation:**  
Demonstrates an understanding of research, statistics, and program evaluation methods.
  10. **School Psychology Practice and Professional Development:**  
Demonstrates knowledge of the history, foundations, ethical, and legal standards of professional school psychology.
  11. **Information and Technology:**  
Demonstrates an understanding of information sources and technology relevant to their work.
- E. Completion of a planned program of practicum experiences and supervised internship designed to achieve these competencies as part of an approved graduate degree program in school psychology. The planned program must include a supervised internship equivalent to one (1) academic year, or a minimum of 1,200 hours, with at least half of the internship completed in an educational setting. This internship experience will include opportunities to demonstrate skills learned in all coursework.
- F. Must achieve a score equal to or in excess of the qualifying score of the exit assessment(s), as defined by the rules promulgated by the board. The official score report shall be submitted to the Department of Elementary and Secondary Education (DESE).

## **II. CAREER CONTINUOUS STUDENT SERVICES CERTIFICATE**

- A. The school psychologist, career continuous student services certificate will be issued upon completion and verification of the following:
1. Four (4) years of state-approved school psychologist experience;
  2. Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience), the first of which may be an internship;
  3. The development, implementation and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and
  4. Successful participation in an annual performance-based evaluation.
- B. The school psychologist, career continuous student services certificate will remain valid upon verification of the following:
1. Participation in a performance-based system of evaluation; and

2. Participation in twenty (20) contact hours of professional development annually.
- C. The school psychologist, career continuous student services certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:
1. Ten (10) years of state-approved school psychologist experience;
  2. A doctorate degree in school psychology or a closely related field; and/or
  3. Certification from a board-approved nationally recognized professional school psychology organization.